**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 5** | | | **Date(s)**: Day 6 |
| **Unit Title: Reading-Writing Apprentice** | | | **Corresponding Unit Task: Task 1** | | |
| * **Essential Question(s):** How do readers use what they know about the patterns of text structure to read nonfiction text? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  Reading Street Book  Copy of “[Stopping a Toppling Tower](file:///E:\Pearce\Common%20Core\Unit%201\Task%201\Stopping%20a%20Toppling%20Tower.pdf)”  Copy of 5 [Text Structures Chart](file:///E:\Pearce\Common%20Core\Unit%201\Task%201\fiveTextStructures.pdf)  [Graphic Organizer](file:///C:\Users\430-teacher\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\4ACEDAJ7\Task%201\Problem-Solution.docx) | | | | **Text Structure** – refers to the ways authors organize information in text.  **Problem/Solution –** an obstacle in a text that ends up being solved.  **Immigrant** – someone who comes into a country or region to live there.  **Persecuted –** punished or forced to leave  **Famine** – extreme hunger or lack of food | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Reading**  **Standards: RI. 5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  **I Can Statement(s): I can identify the problem/solution in two different pieces of text.**  [Text Structure PowerPoint](http://www.prc.k12.ms.us/docs/curriculum/Teaching%20Text%20Structure.ppt)  **Instructional Plan**  **Modeled:**   * Prompt students to think of a personal problem they have had in the past that had a clear solution. Ask them to write the problem in one sentence, followed by the solution in another sentence. Have volunteers share a few examples. * Introduce Problem/Solution as another text structure and what clues can be used to identify Problem/Solution passages. (Use [5 Text Structures Chart](file:///E:\Pearce\Common%20Core\Unit%201\Task%201\fiveTextStructures.pdf).) Must explain that key words will not always be easily found but could be seen/looked for. * Explain that readers who can identify patterns can anticipate information that will be presented and further their understanding. * Read “[Stopping a Toppling Tower](file:///E:\Pearce\Common%20Core\Unit%201\Task%201\Stopping%20a%20Toppling%20Tower.pdf)” together as a class. * Ask students to identify what type text structure this selection is (*problem and solution* ). Ask them, “How does the reader know?” They should be able to identify that the first paragraph states that there is a “problem.” The second paragraph states that engineers have found a “solution.” * After identifying 1 or more problem/solution connection in the text, I will model how to summarize the problem and solution and how to summarize each into 1 sentence. Write this on the board (may want to draw this [graphic organizer](file:///C:\Users\430-teacher\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\4ACEDAJ7\Task%201\Problem-Solution.docx) on board.)   **Shared/Guided:**   * Have students turn to p.113 in Reading Street. Read selection aloud and ask for help finding the problem/solutions in this text. \*Note that there are many problem/solution scenarios in this text. Have volunteers help write the summarizing statements for both problem and solution. (Teacher can write this on board.)   **Independent:**   * Read together Reading Street p. 19 “Homework Help” and identify the problem and solution. Write in GO. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice   X Independent | **Writing**  **Standards: W. 5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  **I Can Statement(s):** Using a GO, I can identify the problem and solution in two different texts.  **Instructional Plan  Independent**:See Reading plans above. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared   X Guided Practice   * Independent | **Word Study**  **Standards: RI.5.4** - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.  **I Can Statement:** I can figure out the meaning of a word in an informational text.  Use the text that you’re using above to show students how to determine meanings of words in an informational text.)  **Instructional Plan:** Go to p. 113 in Reading Street again and ask students to point out any unknown words (possibly: immigrant, immigrated, persecuted, famine.) Explain how to find the meaning of unknown words in an informational text (use context clues or a dictionary.) | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice   X Independent | **Speaking & Listening**  **Standards: SL.5.1 -** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  **I Can Statement(s):** I can share and give feedback to a partner on my graphic organizer or writing.  **Instructional Plan:** After graphic organizers are filled out, have students pair up or work with their table group to review each other’s graphic organizers. This will help them to either confirm their ideas or possibly point out a different perspective. | | | | |
| **Closing/Summarizing Strategy** | **Ticket out the door:**  Explain that mostly all texts/novels have some kind of problem and solution somewhere in the story. Prompt students to think about their favorite book (or one they have read recently) and quickly write a sentence about the problem and a sentence about the solution in that story. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **-**Make a foldable that can be completed. Student can provide either problem or solution and leave the other side blank for another student to fill in. | | **-**Provide some modification in the text (make simpler sentences, change unknown vocabulary) so that the text is accessible.  -Provide a completed GO to use as a model.  -Provide peer or teacher dictation if the child is a non-writer.  -Provide sentence frame in GO as needed/appropriate. | | | **-**During shared/guided portion of lesson, provide text that the student is familiar with (need to be able to understand structure without worrying about unknown words.)  -Always give a purpose for reading (read this page to…. – write on the board whenever possible.)  -Links provided on unit plan for individual copies of sentence frames, signal words, and model paragraphs (put into flip book, cards, etc.)  -All Reading Street texts have audio for each selection – allow students to listen ahead of time.  -Provide sentence frame in GO as needed/appropriate. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** The independent graphic organizer and Ticket out the Door will serve as informal assessments for this lesson. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*